

VOLUME IV

The

NUMBER 6

A.T.A. Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

MAGISTRI NEQUE SERVI



NOVEMBER, 1923



A Word To the Wise

Is anything to be so eschewed
As the sickly taste of gratitude?
Elderly tears are easily wrung;
Whenever you give, give to the young,
Whose thanks are not in what they say
But in what they take and go their way.
Give regardless, for better or worse,
Give what you want to give, favor or curse,
Hand or heart, body or mind,
Give it and never look behind,
Give it and never look ahead,
Lest you be salty, lest you be dead . . .
Because the grateful, the aging, the old,
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But the boys and the girls, though they never pay,
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—Witter Bynner.

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The A.T.A. Magazine

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Official Organ of the Alberta Teachers' Alliance, Inc.
Published on the Tenth of Each Month.



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Vol. IV.

Edmonton, November, 1923

No. 6

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10701 University Ave., Edmonton.

Official Announcements

PAYMENTS REQUIRED OF MEMBERS

Annual Salary	Membership Dues to		Subscription to The A.T.A. Magazine	Total
	A.T.A.			
(1) Under \$1500	\$ 5.00	\$ 1.00		\$6.00
(2) \$1500 but less than \$2000.....	7.00	1.00		8.00
(3) \$2000 but less than \$2500.....	9.00	1.00		10.00
(4) \$2500 and over	10.00	1.00		11.00

N.B.—The above dues include membership to the Canadian Teachers' Federation. The subscription to the "A.T.A. Magazine" is not compulsory, but no loyal member of the Alliance should withhold the \$1.00 subscription.

5. A vigorous collection campaign now will do more than anything else to assist the Executive in planning for the entire year. A splendid collection report will mean more than most members realize.

Has your Local appointed a good live membership committee?

CONTRACTS—TEACHERS ACCEPTING NEW POSITIONS

A recent judgment of the Alberta Appeal Court shows that a secretary-treasurer of a school board cannot be delegated to make arrangements for appointing a teacher except the school board has by resolution at a regular or special meeting specifically appointed the particular teacher. If a teacher receives a letter from a school board accepting him as teacher it is necessary that there be a guarantee given that a resolution such as referred to above has been formally passed by the board; otherwise the teacher has no hold on the school board nor any of the members or officials thereof. The contract MUST be signed before the teacher commences duties.

REPORTS OF LOCAL ALLIANCE MEETINGS, ETC.

The A.T.A. Magazine does not contain sufficient Alliance news. This complaint is frequently made. The fault, however, is not due to the management, but to the fact that the Editor and others responsible for collecting material for the Magazine are not given the necessary support by the Locals. If a Press Correspondent has not been appointed by your Local, the Secretary or President should send in reports of Local Alliance Meetings, School Fairs, Items of Personal Interest—to members, new appointments, marriages of members, deaths of members, etc., Reports of Conventions and Institutes, and all other items of local educational interest. These reports are really DESIRED, and persons sending same will receive the sincere thanks of the Provincial Executive.

TEACHERS IN DIFFICULTIES

Members are urgently requested not to prejudice their case by acting without having received advice previously. Several cases have recently been brought to our notice where teachers have been stampeded into action—have even resigned—thereby rendering it impossible for the Alliance to be of assistance.

If a member in difficulties is a member of a Local Alliance, refer your case to the Local Executive, and if they so recommend, the matter may be referred to Headquarters. A report should be forwarded by the Local Executive. Many cases may be more expeditiously and successfully dealt with by the Local Alliance than by the Central body. Local organizations should function wherever possible.

If a Member at Large, a letter, lettergram or long distance phone call will be promptly attended to, and the necessary advice tendered. (Phone Number 31583, Edmonton.)

LOCALS

Have you tried to form a local and been discouraged and unsuccessful? The time of disappointment should now be ended. No longer is it necessary to be compelled to gather together TEACHERS can meet in one centre, the Annual General Meeting has instructed the General Secretary to recognize them as a Provisional Local Alliance; that is to say: If headquarters is informed of the name of the Provisional Local Secretary all official notices, communications, etc., will be forwarded. Don't be satisfied by being merely a "member at large": get into the organization work, and make the Alliance function in your midst—Provisional Locals should spring up everywhere. MAKE SURE OF ONE WHERE YOU ARE. Don't leave it to "George" to do it. Do your "bit."



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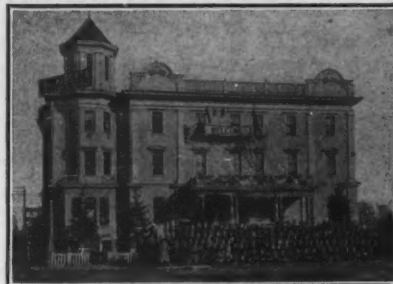
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MEDICINE HAT PUBLIC	Mr. G. Holmes, 545 Dundee Street.
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VIRKING	Miss G. Gallagher.

VULCAN	Miss C. Wylie, B.A., Vulcan.
WASKATENAU	Mr. Hunter, Waskatenau.
WETASKIWIN	Miss O. I. Blakeley, Wetaskiwin.
YOUNGSTOWN	W. E. Frame, Youngstown.

Local News

CALGARY HIGH

When the Calgary High Schools re-opened for the fall term the staffs in every case saw changes in the personnel and this is particularly noticeable in two of the High Schools. The lure of the East has again attracted some of our staunch Alliance members and Alberta's loss will be Ontario's gain since Toronto and London seem to be the destinations. Apparently the change is very satisfactory for glowing reports have come back of interesting work and congenial surroundings. To fill the vacancies the following teachers were added to the Calgary staffs:

CENTRAL

Mr. K. G. Haverstock, B.A., a graduate of Acadia University and formerly in the employ of the Department of Education. Mr. Herbert E. Smith, B.A., a graduate of the University of Illinois, recently located at North Battleford. Mr. Smith has had a very interesting summer touring Alberta and Saskatchewan. Miss Lenore Kaulbach, a Queen's graduate and recently employed by the Lethbridge School Board. Miss Kaulbach has taken summer courses in the University of British Columbia and Howard. Mr. H. A. Menzies, M.A., a graduate of Edinburgh. Mr. Lorne Good, B.Sc., from Alberta University, having teaching experience at Carstairs. Mr. R. B. Forsyth, B.A., a graduate of Dalhousie, with honors in English and History, and employed last year at Victoria. Mr. Wm. H. Belden, B.A., a graduate of Oberlin, Ohio, and taught last year in Mount Royal College, Calgary.

SOUTH CALGARY

W. E. Hay, B.A., B.Paed., formerly of Medicine Hat, and well known to Calgary teachers. J. B. Muise, a graduate of Arts from Dalhousie University and has had experience at St. Mary's College, Halifax, and the Cumberland County Academy.

CRESCENT HEIGHTS

Mr. S. J. Dymond, B.A., a former active member of the A.T.A., and welcomed back from a sojourn at Victoria, B. C.

EAST CALGARY

Mr. S. Jones, B.A., a graduate of King's University, N.S., and formerly in the employ of the Red Deer School Board. Miss J. S. McBratney, recently employed by the Alberta University in the Correspondence Department. Miss E. S. Barratt, B.A., recently employed by Mount Royal College. Miss Barratt had a very interesting summer travelling through Switzerland. Mr. H. D. Cartwright, B.A., formerly a public school inspector in Calgary and well known to Alberta teachers.

COMMERCIAL

Mr. H. B. Love, B.A., a graduate of Queen's and formerly employed as a Travelling Auditor by the Lake of the Woods Milling Company. Mr. Love taught for some time in Saskatchewan.

While these changes in the teaching body of Cal-

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gary opened the fall term, rumors are afloat that more may follow since the West has apparently lost its drawing power and migration East has set in. It is hoped that a satisfactory understanding can be arranged with the interested parties within the near future because only one result can follow from this general exodus, and Alberta can not afford to lose her experienced and successful teachers.

During September Mr. F. C. Jennings, B.A., sent in his resignation and is leaving at the end of the month to take a position in London, Ontario. Mr. Jennings has proven a valuable acquisition to the Alliance and has been unsparing in his efforts to help teachers in every way. His work in the classroom has won special commendation.

RECEPTION

A very interesting reception was given to the High School teachers recently added to the staffs in Calgary. The High School Alliance entertained the recent arrivals in the Board of Trade Rooms on Friday evening, October 12, and no effort was spared to make the new members feel at home in their new surroundings. The first half hour was spent in getting acquainted, and since the majority of the teachers survived this part of the program the committee felt justified in going ahead with the entertainment. Tables of bridge next occupied the attention of the members and a well arranged plan was carried out successfully. The gathering was then treated to a musical program in which Mrs. Macdonald and Mr. Williams rendered very pleasing solos. Mr. Pulleyblank, President of the Alliance, welcomed the new teachers to Calgary. Mr. W. E. Hay of the South Calgary High School replied giving the reasons why the pedagogues had come to this "Mecca."

As this was the last meeting at which Mr. Jennings, of the Central High School, could be present the chairman expressed the regret of the Calgary teachers at losing so faithful and energetic a member and called upon Miss Moore to present Mr. Jennings, on behalf of the Alliance, with a Masonic ring and to wish Mr. and Mrs. Jennings the best of success in their new field of work. Refreshments were then served by the Board of Trade caterers, at the conclusion of which the winners in bridge were announced in the persons of Mrs. Macdonald and Mr. Muise, while the consolation went to Miss J. Elliott and Mr. W. W. Scott. The singing of the National Anthem brought the first meeting of the new term to a close.

MEDICINE HAT

The High School Local was re-organized early in September with the following officers in charge: President, Miss Eva McCracken; Vice-President, Mr. Chris. Riley; Sec.-Treas., Mr. G. M. Dunlop. Last year we had 100 per cent. strength in this local and the same is again true for the current year.

Miss Jessie Fraser, for many years connected with Medicine Hat, is now in Montreal as Specialist in Moderns in a large High School.

Miss Winnifred Armstrong is Commercial Mistress in the Protestant High School in Quebec City.

Mr. G. C. Patterson, formerly principal of Montreal St. School, Medicine Hat, was admitted to the bar in Calgary recently. Mr. Patterson stood highest in the province in his final year, winning the gold medal for proficiency.

At the October meeting Miss Goudie, the district

representative, gave an interesting report on the last meeting of the General Executive.

The old-time Teachers' Convention has been revived after one year of peaceful desuetude, the chief speaker being the Minister of Education, who appeared on the program at two sessions. The officers who were appointed two years ago are in charge, the system of district institutes having proved unworkable in this neck of the woods.

Analerta

WHAT IS A SPECIES?

Sir: In a recent reply to Vernon Kellogg, Mr. L. S. Keyser asks that the evolutionist point to two items as "proof" of evolution: spontaneous generation, and the actual transmutation of species. Of course, the doctrine of evolution in no way depends on a particular theory as to the ultimate origin of life. How life first began is one problem, how it developed or evolved—if it did evolve—is another. Spontaneous generation, proved or disproved, would not influence the doctrine of evolution.

It is unfortunate that Dr. Kellogg should have laid himself open to the misunderstanding which lies behind Mr. Keyser's second demand. For he seemed to agree that the biologist is assured of the reality of such an entity as a species and knows exactly what it is.

Now, of course, the significance of Darwin lies precisely in the denial of the whole notion of immutable species of beings which procreate each "after his own kind." The pre-Darwinian doctrine of species implies a changeless and perfect "form" for each kind of plant, or animal, never perfectly realized in any individual but always existing as an ideal which guides the forces of reproduction. The evolutionist cannot point to the transmutation of any such species because it does not exist; any evidence of such transmutation so far from proving the theory of evolution would be its effective disproof in the form held by modern biologists. There is nothing to transmute except a common noun or an abstract term.

For the biologist conceives of a species as just a group of creatures enough alike to be treated together for certain purposes. These never do reproduce *exactly* "after their kind," and no one can define the degree of variation which should constitute a specific change. Certain variations have been observed within certain groups, e.g., in the species, *viburnum opulus* or cranberry tree—which are far more extensive than the differences which separate other "species." The newly discovered loganberry is a hybrid but, if studied apart from its known origin, it would certainly have to be classified as a distinct species. The differences between the Newfoundland dog and the "toy" terrier (both of the same species) are more profound than those between the common wild violet and the English or sweet violet (two species, *viola cuculata* and *viola odorata*). Let Mr. Keyser tell us what a species is before demanding evidence of its transmutation.

One can scarcely resist the tu quoque. Will not the believers in special creation oblige by citing us an eye-witness?

HORACE B. ENGLISH.

Antioch College, Yellow Springs, Ohio.

The A. T. A. Bureau of Education

The outlook for our Bureau is **most encouraging**. On November 1st we had more than **\$11,000** worth of contracts on our books, and over **400 enrolments**. Our greatest difficulty is to supply the lessons fast enough to keep pace with the demand. Our staff has been **doubled**, thereby greatly increasing the cost of production, and still our office is overworked. We have **six salesmen** in our employ, and have already extended our field into British Columbia and Saskatchewan. We have, however, an obligation to our instructors of about \$5,000, and we therefore need the support of all the teachers of the province. Please note the following points:—

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History I.
English Literature I.
English Composition I.

FOR GRADE X.

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Canadian History and Civics

Geography
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Biology (Botany and Zoology)
Art
Latin
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Latin
French

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The A.T.A. Bureau of Education

10012 102nd Street, Phone 23162

Edmonton

Teachers and Subscribers, Attention!

Edmonton, October 20th, 1923

Dear Sir or Madam:

The A.T.A. Magazine has been instituted by the Alberta Teachers' Alliance to serve as an Official Organ, and also to serve as a medium of publicity for such matters as are of interest to the teachers of the Province, from the professional point of view. In order to make this Magazine really worth while from the teachers' standpoint, it is necessary to have a good supply of articles dealing with the problems and difficulties of the profession in Alberta. Moreover, the most up-to-date information in regard to educational developments and procedures should receive considerable attention. The management of the Magazine, however, finds that the teachers of the Province do not take as much interest in keeping up the tone and quality of the Magazine as is desirable if the Editor is not to make too much use of his scissors and glue-pot. During the last few months it has been found necessary to make up the contents of the issue, to a great extent, by clipping articles from other educational periodicals. This of course produces a Magazine, but it is hardly the type of Magazine which the Executive of the A.T.A. had in mind when beginning the project. A further difficulty arises from the fact that, although the Magazine has so far paid its way financially, there is not a sufficient surplus to enable the management to pay contributors for articles which they submit.

In view of these facts we feel justified in sending out to the teachers of the Province an appeal to support the Magazine by making contributions at stated periods. Copy for the Magazine has to be in the hands of the Printers on the last day of the month preceding the issue in which such copy is to appear. We therefore take the liberty of asking you to pledge yourself to send us in during the course of the year at least one article which would be suitable for publication. In the space below, the subject of the article should be indicated, and also the date at which the management can rely upon receiving it. If the Teachers of the Province respond to this appeal it will enable us to have a sufficient supply of copy suitable for publication from month to month, and to enhance very considerably the quality and value of the A.T.A. Magazine.

It will not be necessary that all of the articles promised should be ready during the Fall months. We should be glad to receive promises of articles for the Spring issues. All that we want is an assurance regarding the nature of the article and the date, either this Fall or next Spring, when we may count on receiving it.

Faithfully yours,
The Editor.

Editor,

A.T.A. Magazine.

Sir:

I promise to send you articles on the subjects named below at the dates indicated:—

Subject of Article.

Date.

.....
.....

Signed

PRIZE OFFER

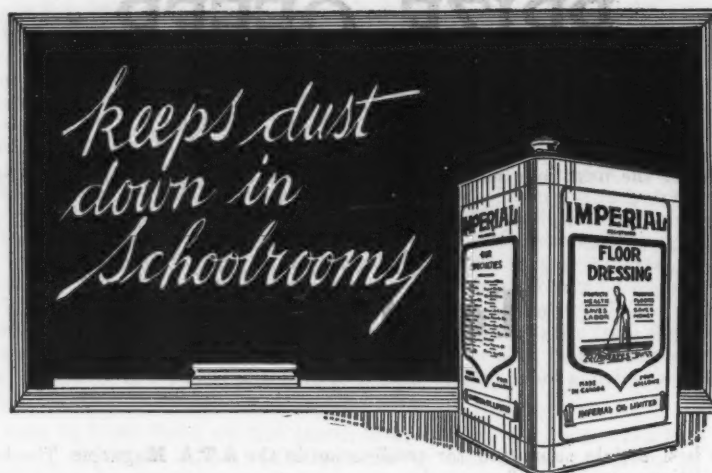
For each of the next four months, beginning with the December issue, we offer a prize of

Ten Dollars

for the best article submitted for publication in the **A.T.A. Magazine**. The following conditions are imposed:

1. No contestant is eligible for a prize who is not a teacher actively engaged in teaching.
2. No contestant is eligible for a prize who is a member of the School Staff of Edmonton, Calgary, Lethbridge or Medicine Hat.
3. Articles must be signed by the author, whose correct post-office address must be subscribed.
4. All MS must be plainly written and properly punctuated.
5. Every article must deal with some topic or problem of real and practical interest to the teaching profession of Alberta.
6. Articles must not be shorter than **1,500 words** nor longer than **3,500 words**.
7. The prize-winning article is to be selected each month by the Editor, whose judgment shall be final.
8. All articles must reach the Editor's hands not later than the 25th day of the month preceding the issue in which they are intended to appear.

Rural teachers, and teachers in our towns and smaller cities, can do something practical to help our Magazine by making entries for this contest. What interests them will interest all.



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General News

WILL NOT DELEGATE MINISTERIAL POWER TO REFERENCE BOARD

Before a deputation of a score or more teachers from the Toronto Teachers' Council and kindred organizations, Premier Ferguson, in his capacity as Minister of Education, definitely declined recently to appoint a Board of Reference, before which teachers or school boards might bring for arbitration disputes or misunderstandings. To several other suggestions, however, he promised sympathetic consideration.

"Until I am better advised, or until I change my view," Premier Ferguson stated, in his reply to their representations, "I propose to be the Board of Reference. When there are difficulties, I will be glad to hear from either trustee or teacher, and deal with them as I deem best. I am very jealous of the authority I now have, and I do not propose to give it up until the electors of the province take it away from me."

Among the suggestions which were laid before Mr. Ferguson by Miss Margaret McAuley, President of the Toronto Teachers' Council, and other speakers were: Equality of treatment among all teachers, male and female, including remuneration; stability of engagement; a Board of Reference for adjudication of disputes, and higher qualifications for the teaching profession. "Our highest and greatest aim," said Miss McAuley, "is to perform our work that Ontario may possess the very highest type of citizen."

Dr. E. A. Hardy, a Past President, and now Vice-President of the Canadian Teachers' Federation, outlined the reasons prompting the existence of a Teachers' Federation. Frankly, he said, one of the reasons was to assist in procuring adequate remuneration for service, better working conditions, and more suitable tenure of positions than had been achieved. But selfish consideration, he said, was only secondary to the greater aim of effecting improvement all along the line of education. "We feel with increasing power," he said, "our responsibility for shaping the national life of this country."

E. W. Hagarty, representing the High School Teachers, expressed the confidence of the teaching profession generally in the present incumbent of the Ministry, and W. E. Hanna, President of the Secondary Teachers' Association of Ontario, expressed the desire of teachers throughout the province to co-operate in any general scheme of improvement. J. M. Moffat, representing Toronto Public School Teachers, also spoke briefly.

Miss Helen Arbuthnot, Past President of the Women Teachers of Ontario, noted the practical interest of the Premier in the public school curriculum, "especially in abolishing home work. Most of us," she said, "agree with you in that." Brief remarks were added by D. A. Norris, Vice-President of the Toronto Teachers' Council.

In reply, the Premier said he would like the teachers and the public to understand "that the attitude of this government is that education is the outstanding problem in connection with public administration. Education," he continued, "goes to the root of everything in the way of success and progress and development. We propose centring our efforts along the

line of developing better educational conditions for the people."

After stressing the view that personality was sometimes more valuable in a teacher than academic attainment, the Premier spoke of his endeavors to effect a standardization of the public school curriculum, with elimination of non-essential subjects, thereby reducing home work to a minimum. Civics and patriotism, he felt, were two elements of instruction that had not been sufficiently dealt with in Ontario.

In conclusion, he told his audience that the doors of his office were wide open alike to teachers and trustees who had any suggestions to make or grievances to voice in connection with education generally, or their own conditions personally.—*Toronto Globe*.

Guidance by Tests

At the recent International Congress on Psychology the question of vocational guidance was discussed by Dr. Lipmann, who urged that observation is perhaps the best method of determining vocational aptitudes, while Dr. Cyril Burt maintained that every child before leaving the primary school should be the subject of vocational study. The distinction between these views is really the ancient distinction between conclusions based on objective and conclusions based on subjective phenomena exhibited by the pupil. In our view the time has not yet arrived when subjective phenomena, the psychological data implicit in a child's personality, can be measured by tests. A stage has been reached, though in a very imperfect measure, at which intellectual tests and physical tests of powers of observation can be applied. But these tests are almost entirely objective. They cannot measure, in any scientific sense, potential powers or character. The tests can ascertain backwardness, but they cannot tell the cause of the backwardness. A late-developing child with a brain of high rank can be, and often is, confused with a child who is mentally deficient in some degree or another. It may reasonably be doubted whether potential capacities can ever, in any scientific measurable sense, be the subject of guidance. We are writing of the ascertainment of data from which scientific deductions for general or special educational purposes can be made. The professors of these recondite subjects are indeed hopelessly divided as to the premises, and so far as can be seen the divisions are due to difficulties of the human soul or personality that are beyond scientific analysis. Even physical problems are only capable of solution in a very limited range of cases. It is impossible to construct the appropriate equations. If this is true of phenomena that we can observe in all their detail, it is still more likely to be true of phenomena that never take outward form at all. It may be doubted if there is much hope of advance in the application of psychology as an exact science. The necessary data are not forthcoming. Philosophers admit that personality is an insoluble mystery, and certainly any attempt to deal with it as a three-dimensional phenomenon is doomed to failure. Temporary grading from objective observation, not of personality, but of achievements, is in very skilled hands possible, and we entirely agree that if observation is to have any relation at all to the ultimate vocation of the child, observation must deal with spontaneous activities. Yet it has always to be remembered that the growing personality of the child

may, and probably will, throw out of gear the nicest calculations.

But there is another side to the whole question. It is often forgotten by the modern psychologist that it is in the realm of the education of the child, and perhaps in that realm only, that there exist what may be called experimental records running back for something like two thousand five hundred years. It is true that these records are not deliberate records created for deliberate purposes such as the congress of psychologists would approve. They are traditional records covering some seventy-five generations which have been crystallized into practice by text-books that reach back into the classical ages. They are educational methods deliberately adopted, with modifications, from age to age by the best teachers of each age. This educational tradition has been preserved in a proportion of the old schools in this country, and it has in comparatively recent years penetrated the training colleges which supply teachers to primary and secondary schools. This tradition, enriched by successive generations, is the whole, or almost the whole significance of the history of education. But the tradition is not "scientific" in the modern sense; it represents the accumulated experience of the relationship of the personality of the best adults in authority as teachers to the immature personalities of pupils. The chief addition to the tradition that our age has supplied is renewed care of the physical side of child life. But such care is not new, though it has been often forgotten. Locke and his great predecessors knew all about the need for a sound physical basis in education. This tradition has had its chief success in the field of vocational guidance. The schoolmaster has seen, though not in any "scientific" sense, the true potentialities of his pupils, and has, in a wonderful way, guided them into the fields that they might best adorn. Men like Arnold in the secondary schools, and Jowett in the universities had a psychological instinct that seemed almost miraculous. They knew, though they did not know why they knew, that the pupil was destined to unfold his personality, if it was fully to unfold at all, in this or that region of work. In our view this is the only psychology of education that is capable of real results. It is the interaction between teacher and child that really matters. The teacher must come into this great tradition which represents what has become almost an instinctive psychological appreciation of potential capacity in the boy or girl. If there is to be successful vocational guidance, it is the guides we must train. If the guide can enter into the great tradition, the psychologists can leave the children well alone.

—*London Times Educational Supplement.*

The Bar as a Trade Union

With a comic inconsistency, if they only knew it, legal dignitaries sometimes denounce "the trade union spirit" from the bench; but here is Judge Parry, in his book, *"The Seven Lamps of Advocacy,"* commenting and confessing as to that:—

"There are some who speak of the Bar sneeringly as a Trade Union—which it certainly is, and to my thinking one of the oldest and best unions. And if advocacy could be honestly described as a trade, then the phrase trade union might be accepted without demurrer. For the basic quality of a trade union, that which has made these institutions thrive against op-

position, is the spirit of fellowship and unselfishness which is the ideal of its members."

I have known a scarlet-and-ermined judge condemn the National Union of Teachers as "a Trade Union," all the more to be condemned because it is "powerful." It would be more powerful still if all its members acted towards each other as do the members of the Bench and the Bar.

Judge Parry points out that "of old the senior members of the Bar trained up the juniors in the mystery of their craft, and throughout the practice of the profession it has always been a point of honour for the elders to assist the beginners in those difficult days of apprenticeship," and "what could be more delightful and encouraging to a youngster than to be received by his genial, handsome leader in the presence of an admiring attorney after the fashion that Montagu Williams tells us of his first meeting with Sergeant Shee?"

"I shall never forget," he writes, "my consultation with dear old Sergeant Shee. I knew very little about pleadings, and matters of that kind, and so the work naturally made me feel somewhat nervous. On going upstairs to the consulting-room to see Sergeant Shee, whom I already knew slightly, I had my briefs stuck under my arm, somewhat ostentatiously, I am afraid. The old Sergeant patted me on the shoulder and said, 'Lots of briefs flowing in, my boy; delighted to see it.'"

"When we had taken our seats, and the consultation had begun, he said, turning to the solicitor who instructed us, 'Winning case—pleadings all wrong. That young dog over there smelt it out long ago, as a terrier would a rat, I can see—eh, Montagu Williams? You've found it out; I can see it by your face.' Heaven knows I was as innocent of finding anything out as the man in the moon. I sniggered feebly; and then the sergeant proceeded to put into my mouth the vital blots in the case of our adversary, which he alone had discovered."

In much the same way Abraham Lincoln "stretched out the hand of welcome and encouragement to the younger men who came along. A junior told the story of his first brief, *The People v. Gideon Hawley*. 'After we had completed our preparations he said, "Of course you will make the opening speech." I was surprised for I had supposed that he would want to assume full control, and I said as much, adding that I would prefer him to take the lead. "No," he answered, and then, laying a hand on my shoulder, he continued: "I want you to open the case, and when you are doing it, talk to the jury as though your client's fate depends on every word you utter. Forget that you have anyone to fall back upon, and you will do justice to yourself and your client." I have never forgotten the kind, gentle and tactful manner in which he spoke those words.'"

When I hear and read how women teachers attack men teachers, because they are mere men, and men teachers attack women teachers, because they are women, and how sometimes head teachers belittle assistant teachers, and assistant teachers head teachers, I am inclined to envy the professional spirit and mutual good-will-attitude of the members of the Bar.

There are women barristers now, and women solicitors; we shall see, before long, if the sex-ional antagonism develops in those professions too. Until a year or two ago there was no opportunity, for it to develop; we shall see. But, between senior and junior, "silk" and "stuff" gowns, there has been no antagonism—only help, as a rule.—"Y" in the *Schoolmaster*.

Editorial

TO THE RESCUE!

We call attention here to the circular letter to teachers and subscribers, which appear on page 8 of this issue, and also to the prize offer which appears on page 9.

Every A.T.A. member, every teacher, and every reader should know this: that there is little use in publishing a magazine that does not conform to the standards of what a teachers' magazine should be; and that the *A.T.A. Magazine* cannot, without help from the profession at large in this province, continue to be worth calling a magazine.

For the last few months very little local news has appeared, for the excellent reason that only one or two of our locals take the trouble to send in reports.

Ought our members not to consider then, whether the cost, in time and effort, of publishing the magazine is justified by the support our membership gives to it? Of course, it is perfectly true that with a larger expenditure for contributed articles the magazine could be greatly improved. But that would only in-

A solution has to be found; it is in the hands of our

A solution to be found; it is in the hands of our members themselves, if they will only *send in some manuscript*.

WE EXCHANGE COMPLIMENTS

The address of Miss Josephine Colby, fraternal delegate to the annual meeting of the Canadian Teachers' Federation at Montreal in August, is printed elsewhere in this issue. From a perusal of this address, we can easily see that the American Federation of Teachers has a more forward-reaching and progressive educational policy than any other teachers' professional organization on this continent—perhaps, in the world. Teachers have a tendency to breathe traditions, and to cherish none but standardized ideas. Let them read Miss Colby's address, and the Report of the Chicago Convention of the A.F. of T. They will certainly see a new light.

Perhaps, however, Canadian teachers are too modest, as one might be led to believe after reading the following account of the C.T.F. convention in the *A.F. of T. Bulletin*.

"The Canadian Teachers' Federation is a national organization of classroom teachers with a strong, active organization in each province. It is not their purpose to employ their time in the discussion of trivial school topics. A memorandum in regard to Brandon, Edmonton and New Westminster, published by the Federation, gives ample evidence of the businesslike methods of the organization when its members needs its help and protection. 'Did you ever see anything to equal the memorandum?' writes Miss Colby. 'As a group you can't beat these Canadian teachers.'"

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All who take their profession seriously must realise that old methods are being challenged and new ones, with startling features of novelty, insistently championed. What is to be our attitude? The one attitude—and, I venture to think, a foolish and shallow one—is to say, "No new-fangled ideas for me; give me the good old methods I have used for 20 years and more; these things are only fads and fancies and stunts. Away with them!" The other attitude, equally foolish and shallow, is to adopt some new method or methods blindly and credulously and ecstatically, to look upon them as panaceas at last discovered for all the educational ills of the age—weapons so magical and potent that any weak or lazy teacher can wield them with excellent results. Both attitudes are equally weary and foolish. I think that seriously-minded teachers should adopt a middle course—*medio tutissimus ibis*—examine the system, select what is good and inspired and helpful in it, reject the useless and faulty, give admiration and recognition where it is due, and criticise fearlessly what is lacking in sense and proportion. And here one or two cautions are necessary. The first is, as Professor Clarke pointed out in a paper before the Child Welfare Society, that people must not think an educational millenium has begun and that all is now well with the teacher's art. The second is to realise that people like Dr. Montessori, or the founders of the Dalton Plan (which is, of course, a development of Montessori methods), would have achieved excellent results even if they had kept to old-fashioned methods, and that the success of a system sometimes depends on the powerful personality of its founder, and that weaker imitators may come to grief because they lack the power and the personality. The third is this: All experiments use up material; in the cause of medical science many animals, and even many human beings, are experimented with and destroyed, sometimes with good result, sometimes with no result. Now, is there more valuable experimental material than young child life and its education, and can any mad theorist be allowed to start with experiments in education which may be fatal to the development of children, morally or intellectually?

OLD AND NEW METHODS

One more foreword, and that is that ingenious people are always able to discover much that is old in new methods, and that one is always pleased to see old friends, even if they appear under new names. I will only mention for the present the Froebel ideas underlying many of the Montessori methods.

The Intelligence Test Device.

The Montessori Method.

The Dalton Laboratory Plan.

The Gary System.

The Play Way.

The Project Mode.

The Co-educational Scheme.

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INTELLIGENCE TESTS

At the Child Welfare Conference last year I asked Mr. Kipps, as an experienced teacher, to lay his hand on his heart and say whether he gathered more about a class after an Intelligence Test than he knew about it after a quarter's work with it, and he did not respond with that dramatic gesture. But he might have answered appositely, "No, but I find out on 1st of February what I used not to be able to find out till 1st April." And there I think lies one of the great advantages, the quickness of result—whether correct or not.

My own impression is that the very good and very bad are shown by good tests, but that the tests cannot capture fine distinctions between the moderate.

THE DALTON PLAN

It implies the apotheosis of the child and the apparent annihilation of the teacher—I emphasise apparent because in practice and to produce results I should say that the teacher has to work harder than ever. It has been said that the Dalton Plan has rung the knell on all the old-fashioned class teaching. I deny that it is impossible for pupils to learn anything from good class teaching. I have seen classes spell-bound by a good teacher, and though all may have had to take the same dose of knowledge in the same amount at the same time, when smaller or larger doses would have been approximate in some cases, yet there is no doubt that much can be taught in classes.

Now the Dalton Plan having abolished class teaching, concentrates on the individual child and his auto-education. He is to educate himself. I have no time to go into details, but the child has to carry out its monthly assignment of work allotted to it by its teacher, who, I may say, so far from being abolished, has to spend a great deal of time and skill in drawing up these assignments. Then the child browses on the various constituent parts of its assignment as it will—spending as much time as it likes in the Geography Laboratory, or the History Laboratory, or the Science Laboratory, or the English Laboratory, where a teacher sits ready to help him if necessary.

I have failed to get a satisfactory answer as to the punishment, if any, for failure to cover assignments. To say that having to finish the assignment instead of going on to new work is sufficient penalty, does not satisfy me.

Logically, too, if pupils may browse at will when they like, the size of each laboratory must be such that it will accommodate the whole school.

THE GARY SYSTEM

Introduced in America, but must have been started by a Scotchman. A man, say, wants two schools at £100,000 each—he can only get £150,000 instead of £200,000, so he says "All right! I will build one big school for £150,000 with certain facilities for taking

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very big classes—and the two lots of pupils which would have gone to the separate school shall use the one building, the one after the other. Instead of working from 9-2 we will work from 8-5. Curious feature—the huge classrooms for large numbers of children with lantern lectures—gramophones—bioscopes for large groups—(opposed to the Daltonian plan).

CO-EDUCATION

This is also an importation from America, where the system has become tolerated owing to the large proportion of women teaching even in the boys' schools. I know that Mr. Adamson and other protagonists of separation will be glad to know that the latest statistics show unmistakably that except in the case of very small schools co-educational schools are perceptibly more costly than separate schools. A notable weakness of such schools is the wide variation in the application of the principle, from the adoption of separate sides of a classroom or even separate classrooms to complete sharing of all school work.

THE PLAY WAY

The Play Way, of which I know very little, must have one very good point about it. It must appeal to the strong dramatic instinct in children. But how teachers ever find time to dramatise nearly all their

work continues to trouble me. I know how much time, worry and nervous energy, are expended on the getting up of a good school play—how expensive are the costumes, what demands are made upon the time of the stage manager and the actors.

THE PSYCHANALYSTIC TOUCH

The speaker touching on recent developments in the study of the child mind warned his hearers earnestly not to dabble dangerously with a very difficult and complex subject. Undoubtedly great results might follow, but an expert knowledge and training were required before any teacher started as a class psychiatrist.

THE PROJECT MODE

The idea underlying this experiment is the emphasising of the practical side of school life. A project is adopted for the school quarter, such as the building of a bridge or the construction of a balloon. All the school work is directed to this object—stresses and strains, woodwork, preparation of gas on large scale, Caesar's Bridge over the Rhine, "I stood on the Bridge at midnight," and so on. The energy and ingenuity needed must be stupendous, and an account of any educational results would be most interesting.

—*Educational News*: South Africa.



The Labor Party and Education

(R. SAMUEL)



Opinions on education are undoubtedly as many as there are men. There is infinite variety of opinion as to what subjects should be taught, when and how. There is no less variety in opinion as to what end education should serve. At one extreme we have the demand for the maximum of freedom for the individual—development of his characteristics without any repression; at the other, a bill to repress seditious teaching.

The mechanism, so to speak, of education may well be left to the teaching profession; the aims of an educational policy are the concern of all—and in particular of the Labor Party. It is a question increasing in importance with the approach of the Party to the Treasury Bench.

In spite of obvious defects in the present educational system, it may certainly be said to have achieved the end it sought. It is a one-sided system working for the interests of what is known as the governing classes, who have built better than they knew; for their representatives hold all the really important posts—in Army, Navy, Civil Service, Diplomacy, Law, Church, and on the Bench. For all executive offices there is an abundant supply of candidates, drawn from this class, reared amidst and breathing their own traditions.

Such a fact is the explanation of the curious anomalies that exist in our present social system—free thought punished in the streets, pardoned and approved in the Church; golf or boating on Sundays for the leisured; no sports for the working classes; fines for pontoon and prizes for bridge; imprisonment for street betting, admiration for winnings on the course; fabulous pensions for people who do not need them, next to nothing for the aged and deserving poor. Such contradictions are endless.

Their undoubted existence, however, is less amaz-

ing than their acceptance as the established order. The explanation is to be sought in the undoubted co-existence of two main classes, one of which regards itself as essentially different from the other—much as an average Englishman considers certain actions quite justifiable in himself but unsuitable for peoples whom he regards as less developed.

Inherited traditions, it has often been pointed out, are of greater power than written laws. Such traditions are strong in the governing classes and by them (as they hold the most important positions) have been imposed upon the rest of the nation—at any rate so far as to produce quiescent indifference to absurd anomalies.

The education of the government classes is instructive. A few years in a preparatory school, a public school, then the University. The preparatory and public schools are notoriously undemocratic—if not "snobbish"; it is not surprising, therefore, that an undergraduate at Oxford (who had worked at a munition factory) should say, "These people are quite different from us. They have different opinions, different conduct—nothing in common." That a difference in outlook does exist cannot be gainsaid—by anyone who, during the war, entered the officers' mess from the ranks. Throughout their lives such people never come in contact with the realities of life of the working classes; they never know poverty or the value of money. From the Universities they proceed to the Bar, the Church, Diplomatic Service, the Bench, or the Civil Service, and apply in their various spheres the only lessons they have learnt which may be epitomised in the Tacitean phrase, "It is expedient that there should be gods."

To the governing classes, the schools we have just mentioned are the educational system. And it has served them well. The state schools are concessions

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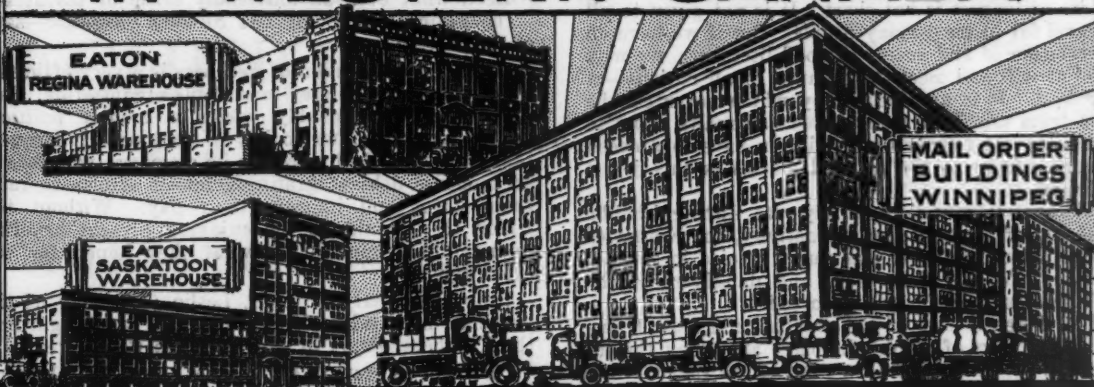
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wrong from them—unwilling concessions upon which expenditure is extravagance and waste, while parsimony is economy and saving.

Such is the system that the Labor Party will soon inherit. What will be its attitude? It may rely upon the existing channels to supply all its executive servants. Will such be a trustworthy service? The Curragh incident of 1914 must not be forgotten. If it does so rely, is there not a danger of its being engulfed eventually in those inherited traditions, amid which it will then be functioning, of proving false to its own promises and true destiny?

On the other hand, trained intelligence is required for all these posts. Intelligence exists in abundance amid the ranks of labor. But untrained it is of little value. It is, therefore, essential for the Labor Party to make every effort to ensure such training—to fight against educational parsimony as if fighting for its very existence; it should oppose to the utmost all efforts to introduce purely vocational training into the elementary schools. For it is from them that our future executives must come.

The struggle will not be as difficult as it otherwise might be, for in it the Labor Party will have the assistance of the teaching profession, at least, in the state schools, who are mainly recruited from its ranks.

This, however, is but one function of education—we may call it the state function. We have not yet considered the rights of the individual. Much has been written (if ironically and cynically) of the comparative advantages of the educated and uneducated. The ignorant man in the fields is stated to be far happier than the learned in his study. But very few would really subscribe to that view, at any rate to the extent of putting it into practice.

Modern psychology reveals man at birth as a symposium of vague instincts and tendencies. The only permanent happiness is based on the synthesis, controlling and adaptation of these instincts. This power can be acquired only in intellectual and aesthetic training.

Life at longest is but short. It is not given to all to travel far or meet many people. But if we have an appreciation of and access to good literature, we may travel at will and meet the greatest of all nations—at their best. It is an abiding joy which never can be taken from us. How many today can really claim to possess it? At fourteen our children have to proceed to work. Only to the favored classes is this joy a birthright.

Akin yet theoretically, at any rate, distinguishable, is the joy of mere intellectual activity, the elation of intellectual creation even as many rejoice in manual creation. To how many sons and daughters of the working classes is this joy granted?

Yet these are two of the greatest and least transient of the joys of mankind. They are today the lot of a few. It must be the function of the Labor Party to bring them to all who are capable of enjoying them.

It must be added that in pursuit of these aims it will find a solution of the first or "State" problem. If once the spirit of intellectual activity is awakened among the children of its ranks, and the ability to indulge that activity developed, specific training for any required service will easily follow. Thus the Labor Party will not merely have achieved a method to obtain its own governors, but will have brought within the reach of all a means of happiness and content now the privilege of a few.

The detailed ways and means of achieving these ends are not far to seek. But perhaps they are irrelevant here. The purpose of this article has been to define in outline the twofold aspect of the problem, and to indicate its importance. The Will to effect will always evolve its WAY.—Exchange.

The N. U. T. in Lancashire

TO ALL N. U. T. MEMBERS

You are being urged to desert the N. U. T. and join sectional organizations. That way madness lies. Many authorities are proposing to disregard their obligations to the teachers. At Lowestoft, at Croydon, in Devonshire, and elsewhere determined attempts are being made to reduce the teachers' pay. The salary fights in these areas will be extremely costly. No sectional organization could stand the financial strain which will be entailed. Teachers must stick to the Union if they are to prevent disaster. Only an all-embracing and powerful organization can serve their purpose. The stronger the sectional organizations become the greater will be the possibility of the eventual triumph of the reactionary authorities and the humiliating defeat of the teachers. Let disunion and divided counsels bring about defeat in one place and a general débacle will follow. Can you doubt this? Stick to the N. U. T. Support the Union's efforts to maintain the Burnham scales. At the present juncture your choice is between the present scales, and scales that are worse, not scales that are better. The scrapping of the Burnham scales would mean the death-blow to national bargaining, and would produce (1) a large number of varying scales, and (2) a keen rivalry between authorities to lower all teachers' salaries. Will you assist the Union—and yourselves—or the reactionary authorities?

Read what even an unfriendly critic of teachers—"The Plain Dealer," of *The Sunday Chronicle*—says of the N. U. T.:

"The National Union of Teachers is a very efficient, a very combative, a very formidable organization. For its numbers it probably wields a greater political power than any other society of its kind. It has certainly accomplished more for its members, who owe it an immense debt of gratitude for its efforts to raise their status and improve their pay. Without the Union they would not be enjoying present benefits, immeasurably superior to what they hoped for ten years ago."

Note also what Mr. F. J. Leslie (secretary of the Association of Education Authorities) says regarding the Teachers' Panel of the Burnham Committee:

"Before we grew to know them. . . we had learned to recognize their unity of purpose and their determined advocacy of a common policy. . . . They spoke with one voice, and, in the determined effort to secure the best possible terms for the particular class of teachers under consideration at the moment, the other classes represented evidently put their differing interests wholly aside. Even where the benefit to be gained was for the class least strongly represented on the panel, the united effort appeared to be no less strenuous. It is obvious how different would have been their position if they had brought their legitimate differences into the full committee. As it was, their

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action was one continuous object-lesson of the strength of the Union."

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Union is strength; disunion is certain disaster. Remember 1924 and 1925.

This circular is supplied to the branches of the County Association, and in the case of the Rochdale Teachers' Association was accompanied by the following commendation:—

"Dear Fellow Teachers:—The Organization Committee of the Local (N. U. T.) Association desires to in press upon your serious attention the absolute ne-

cessity for active interest in Union Work. The profession is at present in troubled waters, the rapids are near, and the floods will soon seek to overwhelm. Many forces conspire to destroy your present status and to deprive you of your just emoluments.

"Enmity, jealousy and domineering influences exerted by large industrial combinations, whose all-powerful levers through the press, seek to belittle your work and to arouse public prejudice to your undoing. You have inherited, through the self-sacrifice and constant labor of teachers for many years, the high position and privileges now prevailing. You can only maintain these by steadfast, purposeful aims and efforts upon the successful lines laid down for you by the men and women who have toiled unceasingly before you. A brighter day has dawned for you. Say! will you cast it thoughtlessly, foolishly away?

"1925 looms near; its shadow already appears and falls with sinister foreboding upon your present contracts (Burnham scales). A commission (parliamentary) reviews your pensions. The opposing forces are preparing. You must prepare. Stand firmly in the Union! To be unprepared is to meet defeat. Everyone who would seduce you from your allegiance regard as an enemy. They seek your fall!

"Read carefully the issue from the Lancashire County Association."—*The Schoolmaster.*



Intelligence As The Tests Test It

EDWIN G. BORING



If you take one of the ready-made tests of intelligence and try it on a very large number of persons, you will find that they succeed with it in very different degrees. Repeat the test, and you will find that they cannot, with the best will in the world to do well, alter their scores very greatly. Then give the same group another intelligence test, and you will discover that the differences among individuals are approximately, although not exactly, the same. And you can go on. You will find that an adult, after continued exposure to his social and educational environment, does not greatly alter his score on a given test; that children, however, do steadily improve their performances until somewhere between ten and twenty years old; that the average age at which improvement stops is about fourteen years; but that children while improving tend to maintain the same individual differences, so that in a given group every child would keep about the same rank within the group. These are basic observational facts of the psychology of intelligence. What do they mean?

WHAT THE TESTS TEST

They mean in the first place that intelligence as a measurable capacity must at the start be defined as the capacity to do well in an intelligence test. Intelligence is what the tests test. This is a narrow definition, but it is the only point of departure for a rigorous discussion of the tests. It would be better if the psychologists could have used some other and more technical term, since the ordinary connotation of intelligence is much broader. The damage is done, however, and no harm need result if we but remember that measurable intelligence is simply what the tests of intelligence test, until further scientific observation allows us to extend the definition.

An observational method for extending knowledge

of intelligence as the tests test it is the method of statistical correlation. The relation to intelligence of any measurable capacity at all can be determined by comparing the relative performances of a large number of persons in an intelligence test with their achievement in the measure of capacity in question. If the correlation is considerable, yet not perfect, say 60 per cent., we say that the particular capacity is partly dependent upon intelligence and partly independent of it. We shall not be far wrong if we think of such a capacity as complex, involving 60 per cent. of intelligence and 40 per cent. of some special ability that is not intelligence.

The method of correlation gives us at once some insight into the nature of intelligence as the tests test it. No satisfactory intelligence test exists at present which employs a single type of mental operation. Most tests for intelligence, like the army tests, consist of batteries of single tests, every one of which appears, on inspection, to test some special ability, like arithmetical ability, or an appreciation of verbal relations or of logical relations. When one obtains the correlations among the different tests that make up the battery called an intelligence test, one finds that the separate tests do not correlate with one another so very highly—not so highly as a rule as does one combined intelligence test with another. These results are explained by saying that the separate tests are really tests of separate abilities, and that each of these abilities involves, in part, intelligence, which is a factor common to all the tests, and in part a special ability, which is not intelligence and which therefore explains the failure of the tests to correlate very highly. When the separate tests are combined in a total score, the special abilities, being unrelated, are supposed to cancel out, leaving the score to represent the "common factor,"

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intelligence.

Thus we see that there is no such thing as a test for pure intelligence. Intelligence is not demonstrable except in connection with some special ability. It would never have been thought of as a separate entity had it not seemed that very different mental abilities had something in common, a "common factor."

A CONFUSION OF MEANINGS

One of the most frequent reasons for the misunderstanding of the tests is the fact that the existence and importance of these special abilities are usually lost sight of. The psychologists themselves are very apt to forget them and it is no wonder that their lay audiences are scarcely aware of them. Yet it is not even possible to understand the nature of tested intelligence without considering them. They are forgotten in part because the "common factor" has seemed especially important and the interest of the testers in the last decade has centred in it. Words, however, have also helped to obscure their existence. The tested intelligence of an individual is often called his "mental age"; the increase of intelligence in childhood is generally called "mental growth." In this way psychologists have inadvertently equated the "intelligent" to the "mental," overlooking in their terminology the vast number of special abilities that help to make up the "mind." It is high time for a change of words here. The present usage requires us to say that the average adult has a "mental age" of about fourteen and that "mental growth" on the average stops at fourteen. Nothing could be more untrue. The statement can be true only of intelligence as the tests test it. The special abilities, which make up skill and knowledge, continue to cumulate presumably throughout all adult life.

A very useful conception of intelligence, and one that is approximately correct in the light of our present knowledge, is that intelligence is like "power" as the physicist uses the word: the amount of work that can be done in a given time. All intelligence tests involve the maintenance of time-limits to some extent, and most tests are "speed" tests where all the work is performed against time. We may think, then, of intelligence as power and of a special ability as a machine that utilizes the power for a particular purpose. No machine can operate without power, and power is actually demonstrable only when it has a machine through which to operate. It is idle to speculate as to which is the more important, the power or the adaptive device for the utilization of the power; and it is folly to bet one's fortune on the power, forgetting the machine.

UP THE HILL ON LOW

A frequent complaint made of the tests is that they place too much emphasis upon speed. It is ar-

gued that some people, who do poorly in the intelligence tests, are persons who naturally work slowly but very accurately, and that the tests penalize them unfairly. If however, intelligence is like power, this contention is not an argument. If these people have less power, they have to go up the hill on low gear and it takes them longer; that is all. Of course, they "get there" just the same, but when they "get there" their powerful rivals are on and somewhere else. If they ride more smoothly as they go, that is an entirely different matter from the one under discussion; they have a special ability which is not intelligence as the tests test it. They probably never would have complained at all if they had not been misled into thinking that the intelligence-rating characterized their entire mental make-up. There were, for instance, competent surgeons in the army who rated low in the tests. There was no question about their value to the army; they had the requisite knowledge and skill. The conception of intelligence as power implies merely that they had gained their professional competence relatively late.

There has been much public concern since the war over the discovery of the army psychologists that the average "mental age" of Americans is about fourteen years. This concern is founded on ignorance, although it must be admitted that some psychologists have shared it. Before the war less adequate investigations has led the psychologists to suppose that the average "mental age" was about sixteen. No one was concerned on account of this tenet, largely because it did not get public attention. Now the army results correct the earlier finding, and everyone exclaims: "We are a nation of fourteen-year-olds!" Well, with respect to stature we are a nation of twenty-year-olds. There is no reason for concern because it is discovered that a given mental capacity, intelligence, attains its maximal development in adolescence. If there were some reason to believe that we ought to be sixteen or that other nations are on the average sixteen, there might be some cause for alarm, but there is not. We ought to be congratulating ourselves that we now have a more accurate knowledge concerning one mental capacity, and hoping that success in the field of intelligence promises eventually a detailed knowledge of the special abilities which are equally important factors in mental life and in the value of the individual to American civilization.

The place where observation often yields too readily to inference is in the answer to the question: Is intelligence inherited? Psychological belief has been that it is, though recently some psychologists have been doubting. The question cannot be answered with assurance until there are observational correlations between parents and their offspring. It may well be that only a tendency toward intelligence is inherited, just

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as a tendency toward some diseases is inherited, and in such a case we should need to state, in terms of a correlation, the strength of the tendency. Experiments upon animals are in progress, but the results can hardly settle the problem for human beings. The test of intelligence in an animal is a maze to learn or a puzzle-box to open. Such a performance measures a special ability along with the "common factor," and it cannot be considered as a test of intelligence, as we have been using the word, unless observational correlation establishes a relationship. The positive answer therefore still lies in the future, and the person who states dogmatically that the man who consistently scores low in intelligence tests has only his ancestors to blame is not stating an irrefutable fact.

INTELLIGENCE IS LARGELY PREDETERMINED AT FIVE

It is obvious, however, that the intelligence which the tests test is at some time predetermined. If it stops developing in adolescence, it is predetermined for the adult as much as is stature, and no man by taking thought can add ten per cent. to his intelligence quotient. The intelligence tests begin to be fairly accurate at about five years of age, and we have seen that the child's relative position in intelligence with respect to other children of his age does not alter greatly as he grows up. This fact is expressed by saying that the intelligence-quotient of the child (the ratio of his tested intelligence to his physical age) does not usually vary greatly. It would seem then that intelligence is predetermined at five years of age.

We are left with several possibilities. The actual time of the predetermination may be in infancy, in utero, or in the germ-plasm. The Freudians have shown the importance of infantile life in its effect upon adult life, and it might not seem strange if the predetermination occurred then. Psychologists, however, do not generally regard this argument seriously because the Freudian mechanisms are all of the order of the special abilities. Almost nothing is known about prenatal determinants, but one psychologist has recently suggested them as accounting for his seeming failure to obtain high correlations between the intelligences of children of the same family. Predetermination by inheritance is supported most strongly by the family histories of the feeble-minded: the Jukes, the Kallikaks, and similar studies. These cases, however, are not conclusive against environment in infancy as a determiner. Degenerate strains naturally grow up in an environment of degeneracy. Strangely enough the argument from correlation is sometimes inverted. Bright parents have a stupid son, and it is suggested that this is just what would sometimes happen if a Mendelian law applied to intelligence. There is no doubt that the argument from authority is for the inheritance of intelligence. It is better, however, to wait upon more research.

If we agree, then, to define intelligence as what the tests of intelligence test, there is a good deal that we can say about it. We can say everything that has been experimentally observed. We can say that it is a "common factor" in many abilities, that it is something like power, that it can be measured roughly although not very finely, that it is only one factor among many in the mental life, that it develops mostly in childhood, that it develops little or not at all in adult life, and that it is largely predetermined at five years of age. Only with more observation and less inference shall we eventually know much more about both intelligence and the special abilities.—*The New Republic*.

Democracy and the Classics

In the seventeenth century, says a modern historian, Englishmen quoted from the Bible; in the eighteenth and nineteenth from the classics; in the twentieth from nothing at all. The epigram in its context refers to parliamentary practice, but if parliament reflects the habits of the nation it will be apparently as hard for this age to reconcile democracy with the classics as it was for an older world to reconcile liberty and empire. Yet there are many attempts just now to effect a reconciliation, and the educational battle between the classics and science—like that in another sphere between science and the Bible—having died down, the ground is clearer than it was for reconstruction. The issues have in fact shifted, and just as modernist theology by abandoning old positions re-addresses itself to the fray, so does modernized classical teaching. Dogmatic grammar and syntax having been reduced to a minimum, the desire is to press on from the letter to the spirit, and those who do not follow the latest methods of pedagogy may be surprised to discover how differently the classics are taught than when they were young. Translations are freely used; authors may be read in the original and in English in alternate portions; comment is directed upon the human aspects of the book; analogies are sought from other literatures; art and archaeology contribute their illustrations. Those who remember at what cost to the many the few were perfected, how few came to port in comparison with the numbers that struck on the "grammatical flats and shallows," there to learn, as Milton puts it, "a few words with lamentable construction," will welcome the change. Though the finest wine of the aristocratic age may never go into democratic bottles, though verse and prose composition may disappear, though the palmary emendations of Bentley and Madvig may pass unnoticed, the door seems to be opening rather than closing on the masses.

Today we give an account of an encouraging experiment which the headmistress of the Mary Datchelor School conducts with girls avowedly of a small linguistic aptitude. She will not have them abandon their short Latin course without a taste of the authentic Virgil, Horace, and Catullus. The idea is stimulating. Is it wholly profitless to have gone through one or two of the immortal worldling's odes, to have sung them to tunes which bring out the metre, and to have heard them, perhaps, in Dryden's version; or to have traced Queen Dido's tragedy to its source, to have listened to "the stateliest measure ever moulded by the lips of man," and to retain, perhaps when all else is forgotten, such fragments of pathos and grandeur as *lacrimae rerum*, *ripae ulterioris*, and *parcere subiectis*? Our headmistress hardly expects the lower ranks to accomplish more, for her experiment is not for her better pupils. But a few lines of Horace and Virgil, eked out with the aid of music and our own great writers, are better than none. Why not? There are two reasons for knowing Horace and Virgil—the one because of their beauty, and the other because all the best minds of civilized Europe for centuries have been familiar with them. If the stream of historic continuity is to be maintained, it must be maintained no longer exclusively, as in the aristocratic age, through channels rare and deep, but widely and democratically, albeit perhaps in shallower diffusion.

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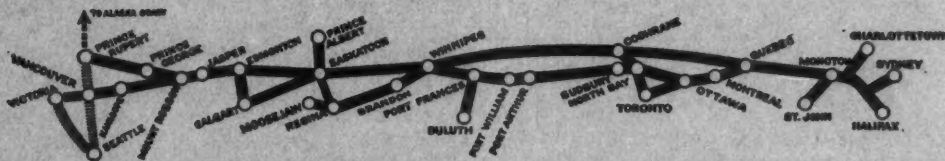
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